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ABSTRACT

This report is designed to monitor the goals and related indicators established in May of 1993 regarding the participation and success of people of color in college. A review of the indicators suggests an increase in commitment to diversity. Colleges continue to provide equitable access to Asian/Pacific Islander, African American and Native American but not Hispanics, although Hispanic student access is improving. Overall, the system is having limited success in improving student progress and completion rates for students of color. Minority students experience a less supportive climate at the colleges than do whites. The diversity of faculty, though much less than the diversity of the student population, continues to grow at the same rate as the student diversity. The five goals and related indicators summarized in Table 1 refer to enrollment diversity, student success, program completion, employment diversity, and institutional climate. The following sections present the sub-goals, indicators, and findings for each of the five main goals. Tables 2-10 provide information on student ethnicity percentages, success rates, trends in access, retention, employment rates and graduation ratios. (AS)

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ED 430 640

Access and Success for System Goals for People of Color in Washington Community and Technical Colleges: Fifth Annual Progress Report

Washington State Board for Community and Technical Colleges

JC 990 327

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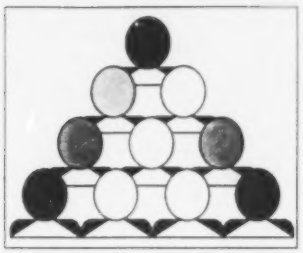

Research Report
No. 98-2

Washington State Board for Community and Technical Colleges; Education Division

ACCESS AND SUCCESS FOR SYSTEM GOALS FOR PEOPLE OF COLOR IN WASHINGTON COMMUNITY AND TECHNICAL COLLEGES: FIFTH ANNUAL PROGRESS REPORT

September 1998, Updated January 1999

In May of 1993 the State Board for Community and Technical Colleges (SBCTC) adopted five goals related to people of color participation and success. Each year since that time staff have provided a progress report on the original goals and their related indicators. This fifth annual progress report follows in that tradition, however, some of the goal statements and indicators have been revised. Several factors have prompted SBCTC staff to revisit the 1993 goals and indicators for students of color participation and success. These factors include:

- The original goals were consistent with those first established by the Higher Education Coordinating Board (HECB) in January of 1991. In 1997, the HECB revised its Policy on Participation by People of Color. They established new statewide goals for enrollment, retention, completion, employment and institutional climate.
- In 1998, the SBCTC Board developed a set of eight goals for the direction of the system to 2010. One of the goals relates to students of color access and success. The indicators in this report are designed to monitor progress related to the system diversity goal is: ***community and technical college programs will serve as the key point of entry into higher education for tens of thousands of people of color and new immigrants to Washington state.***

While some of the HECB goals specify numeric targets and SBCTC indicators do not. The inconsistency in style in the goals statements provided here reflects these different approaches to performance management. Where possible, indicators have been developed such that SBCTC can provide college specific data.

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Summary of Findings

A review of the indictors suggests that the system is increasingly committed to improving the climate for diversity. Colleges continue to provide equitable access to Asian/Pacific Islander, African American and Native American but not to Hispanics. Hispanic students' access, however, is improving. At the same time the system is not having success in improving student progress; is having limited success in achieving equitable completion rates for students of color. Students of color experience a less supportive climate at the colleges than do whites. The diversity of faculty, though much less than the diversity of the student population, continues to grow at the same rate as the student diversity.

Table 1
Summary of Goals and Indicators

Goal	Indicator	Status
Enrollment Diversity	A. Ratio of percentage of students of color to percentage of population of color (all ages)	Access rates are high for all. Hispanic access rates now have reached parity.
Student Success	B. Substantial progress rates for students of color at parity with average	Disparity in progress rates continues without improvement.
	C. High wage occupation rate for students of color at parity with average	Improved for all except Hispanic and Native American students.
	D. Transfer rates for students of color at parity with average	African and Native American and Hispanics are below the average.
Program Completion	E. Ratios of percentage of color with degrees and certificates to percentage of color enrolled at college level 2 years earlier	Rates are equitable for all but Hispanic and Native American students.
Employment Diversity	F. Staff to student index/relationship of diversity of staff to diversity of students	Faculty are increasing diversity at a slightly faster rate than students. Exempt and classified staff, while increasingly diverse, are not keeping pace with student diversity.
Institutional Climate	G. Demonstrate diversity commitment and efforts to provide discrimination and harassment free environment	Improvement. Leadership for diversity exists at most colleges.
	H. Students equally report a supportive climate	Students of color report that the environment is less supportive than reported by whites.

This report provides data for the system on each of the indicators. See Appendix A of *Success Strategies for Students of Color* for information on availability of data for these same indicators by college (also available as Technical Report 98-1). Contact Maureen Kennedy, (306) 753-3675 or E-mail: mkennedy@sbctc.ctc.edu, for a copy of the technical report.

I. ENROLLMENT

- **Goal I.1:** The makeup of the colleges' student bodies and staffs will reflect the diversity of the population in the communities they serve.(SBCTC)
- **Goal I.2:** Achieve, by fall 2001, participation rates for African American, Native American, Asian/Pacific Islander and Hispanic students that equal or exceed the average statewide participation rate for fall 1996 through fall 1998 for all 17-25 year olds (*HECB statewide goals*).

Indicator A: Ratio of percent of workforce training and transfer oriented students (college-level students - state or state and contract funded) to percent of population by race and ethnic group.

Findings: Table II shows that colleges enroll students of color, of all ages, at high rates. Compared to the total population, the overall campus enrollment is more diverse. The last two years have been marked by a substantial increase in Hispanic enrollments such that for the first time the percent of students who are Hispanic is higher than the percent in the state population (6 percent).

Table II
Students by Race and Ethnic Background
State Supported

	1993	1994	1995	1996	1997	1998
White	131,769	128,789	122,217	121,157	118,856	120,680
African American	6,513	6,762	6,704	6,628	6,959	7,014
Asian/Pacific Islander	13,624	14,033	14,311	13,876	14,444	14,492
Hispanic	6,688	7,240	7,914	9,879	10,836	12,523
Native American	3,161	3,200	3,015	3,152	3,245	3,250
Other Race	1,036	903	1,207	1,808	2,681	2,923
Total Reporting, Excluding International Students	162,791	160,927	155,368	156,500	157,021	160,882
Students of Color	31,022	32,138	33,151	35,343	38,165	40,202
% Students of Color	19%	20%	21%	23%	24%	25%
State Population % People of Color	15%	15%	16%	16%	17%	17%
Not Reporting Race or Ethnic Background	12,654	11,268	13,490	15,768	13,986	15,931
International Students	NA	363	432	450	407	452

The large Asian American and Pacific Islander group consists of many race groups. The number of students from the largest of these groups are shown in Table III.

Table III
Asian/Pacific Islanders
- Sate Supported

	1993	1994	1995	1996	1997	1998	1997 to 1998 % Change
Vietnamese (619)	3,458	3,952	4,280	4,241	4,033	3,541	-12%
Filipino (608)	1,774	2,016	2,013	2,153	2,231	2,367	6%
Chinese (605)	1,918	1,988	1,994	2,039	2,225	2,338	5%
Korean (612)	1,498	1,578	1,738	1,702	1,925	2,002	4%
Japanese (611)	932	974	869	880	849	940	11%
Other Asians/Pacific Islanders	4,044	3,545	3,417	2,861	3,181	3,304	4%
Total	13,624	14,053	14,311	13,876	14,444	14,492	0%

Source: SBCTC Data Warehouse where Ethnic = 1 and Census Race = codes in ( ).
Note: Excludes international students.

With the exception of Hispanic students, students of color have high rates of participation not only in college in general but also in college level courses. The state's population of color has grown rapidly. In 1993, 14 percent of the state population was of color. Today, people of color represent 17 percent of the state's population. The college population has also grown more diverse. In fall 1993, the student population enrolled for workforce training and transfer purposes was 17 percent students of color. Today, 21 percent of workforce training and transfer students are students of color. Hispanic population and enrollment growth has been the most dramatic. In 1993 the state was 4.7 percent Hispanic. Today 6.1 percent of all people in Washington are Hispanic. In 1993 college enrollment for workforce and transfer oriented students was 3.6 percent Hispanic. Today the rate is 5.7 percent Hispanic. At the current rate of growth, the ratio for Hispanic students will exceed 1.0 by fall 1999.

Table IV
Ratio of % Students of Color to % State Population (Access Ratio)
Fall 1998

	Workforce	Transfer	Combined	% of Total	Pop	Access Ratio
African American	2,593	3,080	5,673	4.5%	3.2%	1.41
Native American	1,059	1,502	2,561	2.0%	1.6%	1.28
Asian American	5,024	5,648	10,672	8.5%	5.6%	1.52
Hispanic	2,652	4,971	7,623	6.1%	6.0%	1.01

Table V
Fall Trends in Access Ratios

	1993	1994	1995	1996	1997	1998	6-Year Change
African American	1.28	1.33	1.37	1.32	1.40	1.41	10%
Native American	1.21	1.24	1.24	1.25	1.29	1.28	6%
Asian American	1.66	1.58	1.59	1.51	1.53	1.52	-8%
Hispanic	0.76	0.72	0.78	0.89	0.93	1.01	33%

Source: SBCTC Data Warehouse, OFM Postcensal Population Estimates

II. RETENTION

- **Goal II.1:** Advising and counseling services will meet the unique needs of students of color and immigrants, many of whom face difficult economic and language barriers. (SBCTC)
- **Goal II.2:** Achieve, by fall 2001, substantial progress rates[1] for African American, Native American, Asian/Pacific Islander and Hispanic students that equal or exceed the average rate reported for all students for the past three years as reported in the 1998-99 Academic Year Reports (*HECB Statewide Goals*).

Indicator B: Substantial progress and early leaving rates for students of color compared to the average rate. The substantial progress rate is calculated by dividing the number of degree-seeking students who enroll four or more quarters by the number who started two years earlier with the declared interest in staying at the college until degree completion. The early leaving rate represents the number of students with degree intentions who enrolled for only one quarter and did not return to college anytime during the following two years.

Indicator C: Percent of targeted student populations who attain a degree or certificate in high wage occupations. High wage occupations are those where the typical graduate from the class of 1995-96 earned $11 an hour or more.

Indicator D: Percent of targeted student populations who transfer to four-year colleges compared to the percent of all student transfers. Measures are based on transfer within Washington state for students with a transfer intent (in their last quarter of enrollment) who completed at least 18 credits before leaving the college. Only students who started new to the college are considered in the transfer rate. Students are regarded as having transferred if they enroll at a four-year institution anytime in the subsequent four years.

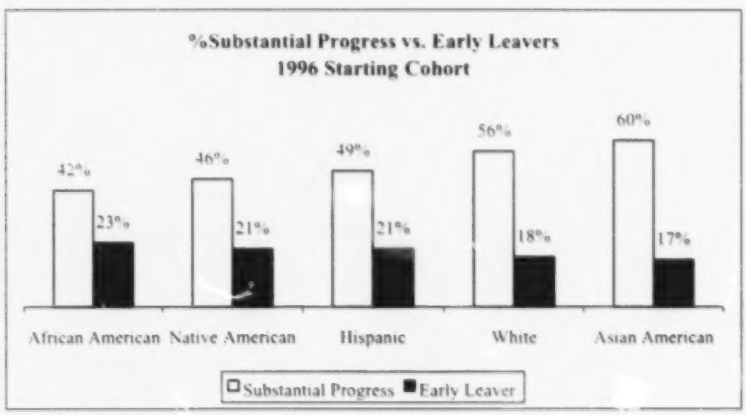
[1] Substantial progress means degree oriented students (vocational or transfer degree) attending four or more quarters over a two year period after initial enrollment.

To account for stop-out patterns and the diversity of student objectives, SBCTC uses as a measure of student retention the progress made by the sub-group of students who enroll for the purpose of obtaining an associate degree. SBCTC measures degree-seeking student progress by the number of quarters enrolled over a two year period:

Substantial Progress: Students with degree plans graduating or attending four or more quarters over the two year period.

Some Progress: Students with degree plans attending two or three quarters over the two year period.

Early Leavers: Students with degree plans attending only the first quarter and not returning in two years time.



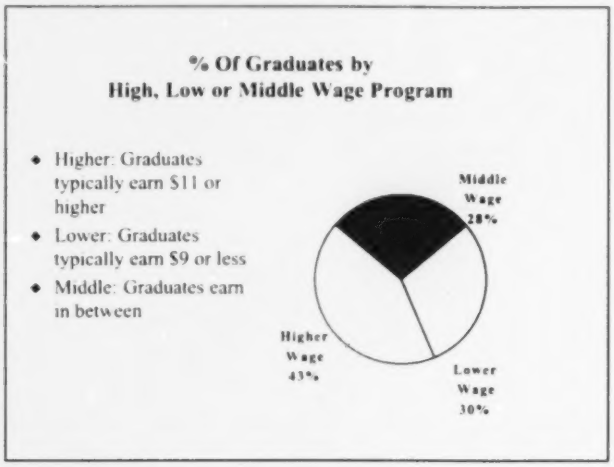
Source: SR1182 (College Job Number SR1382J). Student Planned Length of Attendance = Degree (15). State and contract students.

Student progress patterns have remained relatively unchanged over time. About 15 to 16 percent of full-time students are early leavers and 56 to 57 percent graduate or make substantial progress toward their degree in two years. About 40 percent of part-time degree seeking students are early leavers and about 32 percent graduate or make substantial progress toward their degree. Typically a student must enroll for six or more quarters to complete the degree.

Students of color, with the exception of Asian and Pacific Islander students, have lower rates of substantial progress and a higher rate of early leaving than on average. The pattern has remained unchanged over the past five years.

High wage: More than 40 percent of all vocational programs lead to jobs where half the graduates earn more than $11 an hour. These are regarded as high wage occupational programs compared to the middle and lower wage programs, each of which account for about a third of the graduates.

The high wage occupational areas as of 1997 were: Dental Hygienist ($30)[2], Associate Degree Nursing ($16), Medical X-ray ($15), Paramedic, EMT, Operating Tech ($14), Occupational Therapy ($14), Medical Lab Technology ($14), Machinist ($14), Physical Therapy ($13), Industrial Tech ($13), Practical Nurse ($12), Engineering Tech ($12), Computer Maintenance Tech ($12), Equipment Operators ($12), Welding ($11), Electronics Tech ($12), Electronics Equipment Repair ($11).


% Of Graduates by
High, Low or Middle Wage Program
Higher: Graduates typically earn $11 or higher
Lower: Graduates typically earn $9 or less
Middle: Graduates earn in between
Middle Wage 28%
Higher Wage 43%
Lower Wage 30%

The low wage occupational areas as of 1997 were: Veterinarian Assistant ($9), Culinary Arts ($9), Administrative Support ($9), Marketing and Sales ($8), Nursing Assistant ($8), Early Childhood Education ($8), Cosmetology ($8).

Students of color of all groups are less likely than whites to be graduates of the higher wage occupational areas. The pattern has improved for African American and Asian/Pacific Islanders. For Hispanics students the pattern has been fairly stable over the past several years as shown in Table VI. Native American students have had considerable variability in their pattern.

Table VI
% of Graduates From High Wage Occupational Programs
By Exit Year

	93-94	94-95	95-96	96-97	Gap From Average
Asian/Pacific Islander	34%	31%	33%	36%	-7%
African American	24%	29%	34%	35%	-8%
Hispanic	35%	32%	39%	35%	-8%
Native American	37%	33%	29%	41%	-2%
White	41%	40%	41%	44%	1%
Average	39%	39%	39%	43%	

Source: SBCTC Data Linking for Outcomes Assessment (DLOA).

[2] Amount in () designates median earnings for 1995-96 graduates from all community and technical colleges combined.

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Transfer: The rates are lowest for transfer-oriented African American students. The rates have remained stable, with the variation shown in the chart likely reflecting year to year variability in data on some of the independent colleges.

Table VII
Transfer Rate for Students New To College
Measured Within Four Years of Entry*

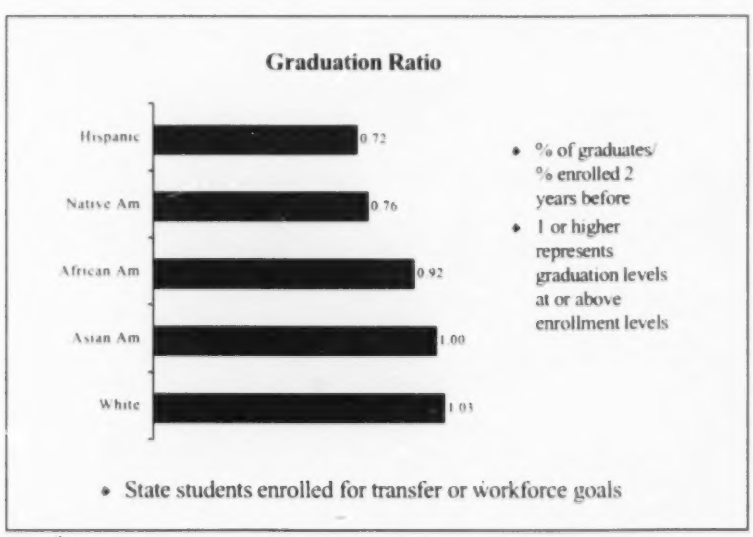
	1990	1991	1992
Average	48%	44%	45%
Asian American/PI	60%	48%	52%
African American	21%	26%	26%
Native American	35%	32%	33%
Hispanic	38%	40%	39%
White	48%	45%	46%

* Rate calculated only for students completing 30 credits at the college and with a transfer intent at the time of leaving college.
Note: The 1992 cohort captures transfer up to and including fall 1996. Data for fall 1997 are not yet complete, thus the 1992 cohort is the most current available. See attached for raw data.

III. COMPLETION

Goal III.1: Achieve, by academic year 2001, degree completion rates for African American, Native American, Asian/Pacific Islander and Hispanic students that equal or exceed the average completion rates for the academic years 1996, 1997 and 1998 for all degree-seeking students (*HECB Statewide Goals*).

Indicator E: Ratio of the percent of graduates (vocational and academic degrees combined) compared to the percent of students of color enrolled as workforce training or transfer oriented students two years earlier (fall enrollment).



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There is little or no difference between the percent of students who are African American or Asian American and the percent who graduate from those groups two years later. That is, the graduation ratios for these groups are near 1. This is a bit surprising given the low retention rate for African Americans. Apparently the African Americans who are retained have a very high rate of completing degrees or certificates compared to other groups. Table VIII shows the ratios for transfer and workforce students separately over the past several years. While the overall graduation rates for African American and Asian American students are near the ideal 1.0 level, the rates for those enrolled to prepare for transfer are much lower than the rates for those in vocational programs.

Table VIII
Graduation Ratios

% Transfer and Workforce Students to % Graduation by Race Ethnic

	Transfer			Workforce		
	Fall 96	97-98 Grads	Ratio	Fall 96	97-98 Grads	Ratio
African American	4.3%	3.3%	0.77	4.2%	4.7%	1.12
Asian American	9.1%	7.9%	0.87	7.8%	8.8%	1.13
Hispanic	4.4%	4.1%	0.93	5.9%	3.4%	0.58
Native American	1.9%	1.5%	0.80	2.1%	1.5%	0.73
White	79.1%	82.4%	1.04	79.0%	80.5%	1.02

Fall Trends in Graduation Ratio

Transfer	Fall 93/94-96	Fall 94/95-97	Fall 95/96-98	Fall 96/97-99
African American	0.73	0.84	0.72	0.77
Asian American	0.86	0.80	0.82	0.87
Hispanic	1.03	0.89	0.85	0.93
Native American	0.78	0.75	0.70	0.80
White	1.04	1.04	1.04	1.04
Workforce				
African American	1.10	1.29	1.12	1.12
Asian American	0.94	1.18	1.01	1.13
Hispanic	0.79	0.68	0.69	0.58
Native American	0.86	0.90	0.85	0.73
White	1.00	0.99	1.02	1.02

Source: SBCTC Completions File and Fall Enrollment and Staffing Report.

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IV. EMPLOYMENT

- **Goal IV.1:** Colleges' personnel practices will ensure that the faculty and staffs of the colleges reflect the ethnic and racial diversity of the state's population.
- **Goal IV.2** By the year 2009, the colleges will achieve parity in the number of African American, Native American, Asian/Pacific Islander and Hispanic faculty and staff consistent with their availability for these positions (*HECB Statewide Goals).*
- **Goal IV.3:** By the year 2001, the colleges will demonstrate increased monitoring of faculty recruitment, promotion, and tenure procedures with the intent of achieving parity in faculty employment, promotion, and tenure rates and will demonstrate increased monitoring of staff hiring and promotion procedures with the intent of achieving parity in staff employment, promotion, and tenure rates of African Americans, Native Americans, Asian/Pacific Islanders and Hispanics (*HECB Statewide Goals*).

Indicator F: Relationship of percentage of faculty and staff of color and the percentage of students of color based on Staff to Student Index.

Consistent with Governor's Executive Order 93-03, each college completes an annual report of their affirmative action strategies, goals and progress. After review and approval by each Board of Trustees, these reports are submitted to the Governor's Affirmative Action Policy Committee. That group, which includes representatives of the various affirmative action affected groups, reviews and comments on each affirmative action plan. This review process assures that the leaders of colleges, including the Boards of Trustees, annually review their personnel practices to ensure that efforts are sufficient to recruit and hire staff and faculty of color. To assist in this effort, the State Board staff maintains an affirmative action/recruitment database which contains qualified affected group candidates. Currently there are over 1,500 candidates in the database. Of that number, 41 percent indicate race or ethnic minority status, 54 percent female, and 5 percent people with disabilities. The staff recruit prospective candidates from various sources such as the Minority and Women Doctoral Directory. Several hundred new candidates are recruited at job fairs in California each year.

Colleges are hiring an increasingly diverse staff. Over time, the full-time faculty to student index remained at about 48 to 50, part-time faculty at 33 to 35. This index is a comparison of the percent of staff of color to the percent of students of color. An index of 100 represents parity.

Administrative, exempt professional and classified staff index has dropped as these groups failed to keep pace with the diversity of the students.

There is evidence that the pool of potential staff is more diverse than the actual hires in Washington. Nationwide, 18 percent of the full-time faculty in two year institutions were of color in fall 1993, for example. At the same time, Washington community colleges were at 12 percent full-time faculty of color.

Table IX

Gap Between Percent of Employees and Students of Color
Technical & Community Colleges
State Funded

	1993	1994	1995	1996	1997	1998
Percent of Staff of Color						
Classified/Support	16.6%	17.2%	17.8%	18.6%	18.9%	19.5%
Administrative/Exempt Professional	15.1%	14.7%	15.5%	15.3%	13.9%	14.4%
Full-Time Faculty	9.8%	10.3%	10.7%	11.0%	11.5%	12.6%
Part-Time Faculty	7.4%	7.1%	6.9%	7.9%	8.1%	8.7%
Students of Color	20.3%	21.0%	21.3%	22.6%	24.3%	25%
Staff to Student Index (parity is 100)						
Classified/Support	82	82	84	82	78	78
Administrative/Exempt Professional	74	70	73	68	57	58
Full-Time Faculty	48	49	50	49	47	50
Part-Time Faculty	36	34	32	35	33	35

Source: SBCTC Data Warehouse PMIS EMPKRQ tables.

V. INSTITUTIONAL CLIMATE

Goal V.1: Through the year 2001, college leaders will demonstrate increased commitment to the value and role of ethnic/racial diversity in learning, teaching, research and services and increased efforts to provide a campus environment that is free of ethnic/racial discrimination and harassment and increased awareness and capacity to inspire, model and lead in their efforts to combat racism and promote cultural pluralism and ethnic/racial diversity (*HECB Statewide Goals).*

Goal V.2: Through the year 2001, colleges will demonstrate increased inclusion of material on cultural pluralism, ethnic diversity, and race and racism in American society across a broad array of courses and increased capacity to inspire, model and lead in their efforts to combat racism and promote cultural pluralism and ethnic/racial diversity (*HECB Statewide Goals).*

HECB Indicator : College diversity plans will demonstrate commitment to a climate of diversity.

Indicator G: Students of all groups shall report that the college system is supportive of their educational goals as evidenced from various indicators in the Community College Student Experience Questionnaire (CCSEQ) or similar instrument to be administered at most colleges every three to four years.

Each year, consistent with the HECB requirements, colleges prepare action plans to improve the access and success of students of color. Most colleges have been aided in developing these plans by sending a campus team to one of the four Multicultural Efforts Project retreats co-sponsored by SBCTC and the Washington Center for Improving the Quality of Undergraduate Education. Colleges participating in these sessions must commit to attendance by the chief instructional and student services officers, the multicultural affairs director, institutional research and several faculty. Over the period of two days, these teams learn more about the enrollment and success of their students of color and develop specific action plans. As of May 1998, all colleges have participated in the Multicultural Efforts Project.

Further evidence of the system commitment to improve the success of students of color is the creation of the Students of Color Strategies for Success Committee. In fall 1996, the WACTC (president's group) Education Committee charged the Student Services Commission with developing and recommending system strategies for improving the success of students of color. The Commission formed a Student of Color Strategies for Success Committee which compiled the publication, *Success Strategies for Students of Color*. This system attention to the issue of student of color success will assist colleges in their efforts.

In fall 1996, some 13,000 students completed a questionnaire describing their experiences at their community or technical college. This instrument, called the Community College Student Experience Questionnaire (CCSEQ) provides data on the student view of the institutional climate. The data show that students of color experience the institution somewhat differently than white students. The differences suggest that some students of color experience a less supportive institutional climate than whites experience.

Twenty-five of the colleges administered the CCSEQ in day and evening college-level and developmental classes. Colleges elected not to conduct the survey in English as a Second Language or Adult Basic Education courses. While an effort was made to be representative of the transfer and workforce missions, transfer oriented students were over represented in the response group.

Table X
Goals of the Students Completing the CCSEQ

	Asian, English as 1st Language	Other Race	African American	Asian, Other 1st Language	Hispanic	Native American	White
Number Surveyed	(251)	(468)	(320)	(722)	(542)	(252)	(10,104)
Plan to Transfer	80%	74%	74%	68%	67%	63%	62%
In Vocational Program	18%	28%	27%	24%	29%	35%	33%
Other Goal	2%	0%	0%	8%	4%	2%	5%

Those responding to the questionnaire were predominately students who had more than a quarter of experience at college. Just 16 percent of these students were in their first quarter at school. A third had already completed about a year or more of college and half were in their second or subsequent quarter, but had not yet taken 45 credits (a typical year long load for full-time students).

Students of color reported experiencing the institution differently than whites. In some cases students of color groups had considerably different experiences between themselves. Overall, students of color

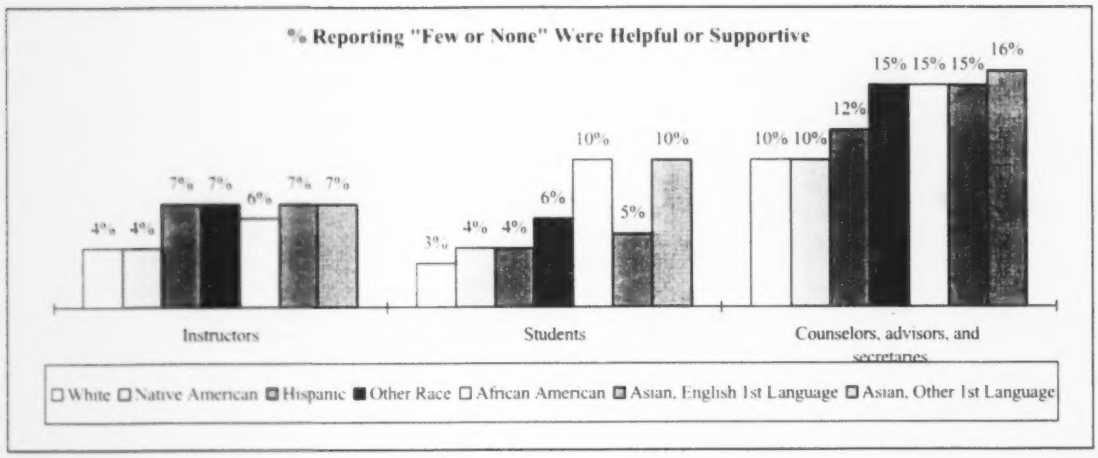
made more effort than whites to engage in the college, a pattern of behavior which would be expected to result in higher retention rates. While most students of color found the institution supportive and helpful, more students of color reported a lack of support and an uncomfortable environment than did whites and fewer students of color would return to college than whites.

Student Categories: This analysis is based on the self reported race and ethnic identify of students in response to a question on the CCSEQ. The possible responses to that question were: Native American, Asian/Pacific Islander, Hispanic, African American, Other Race and White. Students of color were well represented in the response group, with 2,090 students of color reporting. The responses for African American was about two thirds of what would have been expected given the numbers enrolled at the colleges. Another question asked students if English was their native language. Based on this response, the Asian/Pacific Islander group was divided into those for whom English was their native language (Asian, English 1st Language) and those for whom another language was their first language (Asian, Other 1st Language). In most cases, these two groups responded differently to the questionnaire. The Asian, other first language group, was one-third students from southeast Asia, though all Asian groups were represented in this group of 722 students.

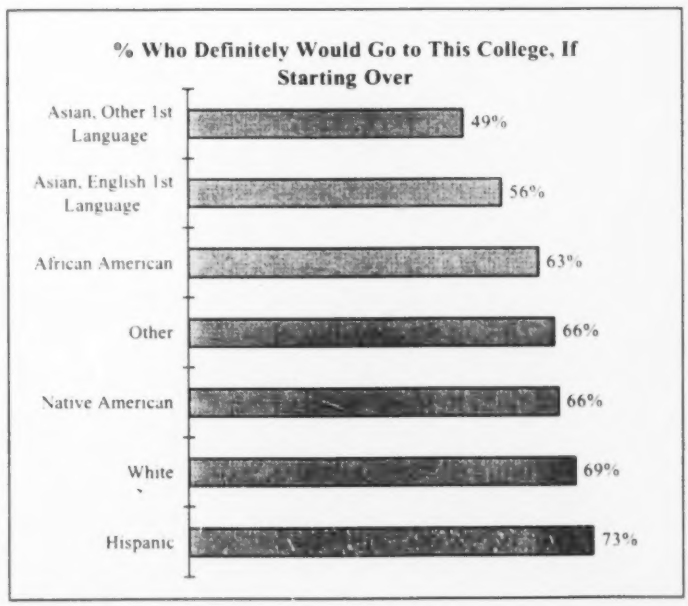
While the majority of Hispanics surveyed were native English speakers (56 percent), a sizable minority spoke English as a second language. Both of these Hispanic groups, however, reported similar goals for enrolling in college and had more similar responses than the two Asian American groups. Thus the Hispanic groups are reported together in the analysis.

The "other race" group represents students of a variety of race groups at the time of enrollment. About 18 percent reported themselves as being of "other race" or did not report a race at the time of registration. The majority (48 percent), at the time of registration, reported themselves as white. Some 28 percent had, at registration time, reported themselves as another student of color group and 6 percent were coded at registration as international students. Apparently students are increasingly finding the five standard race categories inappropriate and are thus more frequently opting for the "other race".

Supportive Climate: Students were asked five questions related to the campus climate. Three of these questions related to how many instructors, support staff and other students were supportive, approachable and helpful. While the majority of all students, regardless of race and ethnic background, reported that most staff, students and faculty were supportive, more than 500 students reported that few or none of the other students, faculty or staff were supportive. Students of color were most likely to report that "few or none" were supportive, with Asian Americans reporting this lack of supportive response at the highest rate. Some 15 to 16 percent of the Asian Americans who responded to the questionnaire reported that "few or none" of the staff were helpful or supportive. While the percentages who reported "few or none" of the others at the college as supportive is small, the race differences suggest that students of color feel less supported than do whites. The exception is for Native Americans where the ratings are similar to the ratings provided by white students.



Most students reported that they definitely would attend this same college if they had to start over again. This positive evaluation of the college was given by less than half the Asian students for whom a language other than English was a first language. Whites and Hispanics were most likely to respond affirmatively to this question.



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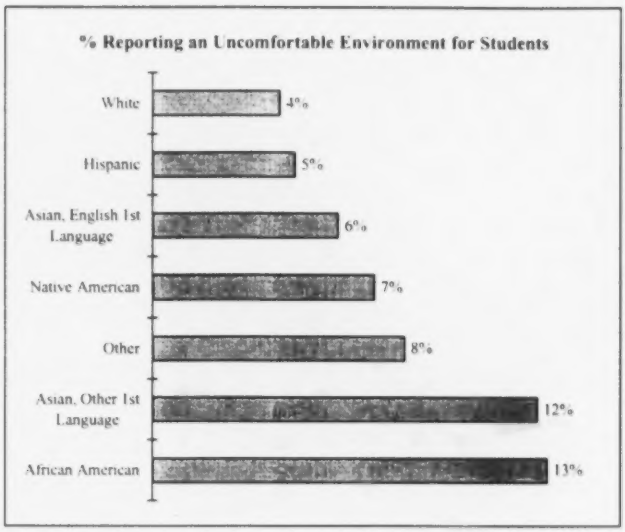
Students were also asked if they found the college a comfortable or uncomfortable environment for students, that is, an environment free of harassment of any kind. Whites were much more likely than any other group to find a comfortable environment, though the majority of all students found the college comfortable.



These findings suggest that fewer students of color than whites would repeat their experience by attending the same college again. While those who found mostly unhelpful staff and an environment of harassment were few in number, that perception was twice as often reported by students of color than by whites.

Students of Color Engage in College More than Whites: Students of color are more likely than whites to participate in clubs, spend more hours a week on campus, talk more with advisors and counselors, engage more in serious conversations with people of other race and ethnic groups and report gaining more from college. Typically, students who are more engaged in their learning are the ones most likely to be retained until they achieve their goal. Apparently other factors impact the success of students of color, because as noted earlier, students of color have lower retention rates than whites.

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